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ABSTRACT

In accordance with legislative mandate, this annual report summarizes the activities of the Maryland State Board for Community Colleges and those of the state's 17 community colleges. After listing the members of the Board and the community colleges, the report discusses the 1.4% rise in enrollments, changing student characteristics, and the findings of a 1979 follow-up study of community college graduates. The next section of the report deals with instructional programs, focusing on program evaluation, program creation and discontinuance, and continuing education and community and public service activities. A section on community college finance reports on operating expenditures, cost per full-time equivalent student, and major sources of revenue for each college. Additionally, total expenditures and percentage of expenditure by function, as well as percent of distribution, are examined. A summary of allocations provided for capital construction projects at six community colleges is followed by a description of the State Plan for Community Colleges in Maryland and its six major goals. The next section briefly summarizes the legislation enacted during the year that will have an impact on the colleges. The final section lists the areas to be addressed using five Vocational Education Acts grants that were awarded to the State Board. (AYC)

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Fiscal Year 1979 Annual Report

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The Honorable Harry Hughes
Governor of Maryland
The State House
Annapolis, Maryland 21401

Your Excellency:

The Education Article of the Annotated Code of Maryland provides that the State Board for Community Colleges "shall report annually to the General Assembly on its activities and the activities of the community colleges." In accordance with this provision, the Board is pleased to present herewith its Annual Report for FY 1979.

During this period the growth of the community colleges continued. Enrollment increased one percent from Fall 1977 to Fall 1978. Each community college in the Statewide system is improving in the scope and quality of its appropriate programs and the relevancy of these programs to students and community needs.

The State Board for Community Colleges published several major documents in FY 1979. A revision of the State Plan for Community Colleges in Maryland was completed. The Plan conformed with the Executive Planning Process guidelines and was reviewed by the Department of Budget and Fiscal Planning and the Department of State Planning. The Board also published a monthly Bulletin on timely topics which was distributed Statewide and to selected nationwide agencies and institutions. In addition, the Board published a plan for addressing the needs of handicapped individuals in the State.

This Board, in concert with community college trustees and presidents of respective colleges, the State Board for Higher Education, and other education institutions and agencies, intends to pursue its commitment to operational excellence and relevance to needs, both within its body and within the community colleges. The Board also reaffirms its strong commitment of the necessity for dynamic leadership and local control to reside with the respective local boards of trustees within the framework of policies adopted and administered by the Board. Only with this commitment can the colleges fulfill their respective missions to the local communities.

The State Board for Community Colleges and the individual Maryland community colleges will continue to strive to reach the goals identified for the community college segment as we serve the citizens of the State of Maryland.

Sincerely yours,

Samuel P. Massie

Samuel P. Massie, Jr.
Chairman

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MARYLAND COMMUNITY COLLEGES

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Acting President

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McHenry
Dr. Donald L. Ruhl
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Hagerstown
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Prince George's Community College
Largo
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Salisbury
Dr. Arnold H. Maner
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ENROLLMENT

The 1978 opening Fall credit enrollment for Maryland community colleges was 86,076, an increase of 1.4 percent over that of the previous year. Detailed enrollment history and projections are shown in the State Plan for Community Colleges in Maryland Fiscal Years 1980-1985.

Student Characteristics

After a period of rapid growth in the 1960s, credit enrollment rose at a slower rate in the 1970s. Approximately two-thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. As important as the changes in total enrollment are changes that have occurred in the composition of the student body. The last year in which full-time students were a majority was 1970. Part-time students now represent 68 percent of all community college students. The number of women enrolled in community colleges has also increased dramatically. Women account for 71 percent of the growth since 1972 and now represent 56 percent of all community college students.

A follow-up study was conducted in FY 1979 to help assess graduate goals and outcomes. Questionnaires were sent to 6,975 persons who were graduates from Maryland community colleges during FY 1978. The major findings included:

- Eighty-five percent stated that they achieved their educational goal;
- While 56 percent were employed full-time, 75 percent were employed full-time when their goal was career development;
- While 40 percent transferred, 74 percent transferred when their goal was transfer;
- Ninety-seven percent stated that they were satisfied or extremely satisfied with the overall quality of the community college.

The student follow-up study will be repeated in FY 1980, surveying the students who entered college in Fall 1976.

INSTRUCTIONAL PROGRAMS

Maryland community colleges offer both associate degree and certificate programs. Increasingly the emphasis on community college level programs is in the occupational areas. Four degree and certificate programs at four community colleges were reviewed and endorsed by the State Board for Community Colleges during the 1978-1979 academic year. All new programs were in occupational areas.

The new programs endorsed by the Board and subsequently approved by the State Board for Higher Education for the 1978-1979 academic year are as follows:

Allegany Community College	Law Enforcement	AA
Anne Arundel Community College	Business Management	AA
Catonsville Community College	Civil Engineering Technology	AA/Certificate
Howard Community College	Physical & Wholesale Distribution	AA/Certificate

In addition, the following programs were designated as Statewide or regional:

Allegany Community College	Forest Technology	AA
Howard Community College	Biomedical Engineering Technology	AA/Certificate

Program Evaluation

During the past several years the State Board for Community Colleges, in cooperation with a number of other groups and agencies, has been developing a program evaluation system. The system consists of two levels of analyses. Level I analyses, conducted at the State level, consist of identifying programs for further evaluation based on a review of quantitative data. Utilizing the computerized Program Data Monitoring system, the Board staff reviews a variety of data pertaining to community college instructional programs.

Following identification of specific programs by the Board, each community college conducts a Level II, qualitative, in-depth analysis. Once the college review is completed, a report of this local evaluation is forwarded to the Board. After consideration by the Board, a summary of all evaluations is forwarded to the State Board for Higher Education, the Maryland State Advisory Council on Vocational-Technical Education, the Division of Vocational-Technical Education of the State Department of Education, and other State agencies. A total of 45 programs were evaluated in FY 1979. For FY 1980, 41 programs have been selected for qualitative review at the local level. The summary evaluations will be presented to the State Board for Community Colleges in January 1980.

Program Discontinuance

As a result of FY 1979 program evaluations and local community college requests, the following programs have been discontinued by Maryland community colleges:

Community College of Baltimore	Occupational Therapy Assistant	Certificate
Charles County Community College	Engineering Technology	AA
	Solid Waste Technology	Certificate
Frederick Community College	Life Insurance	Certificate
	Property & Casualty Insurance	Certificate
Prince George's Community College	Engineering Technology	AA

Continuing Education and Community and Public Service Activities

Noncredit continuing education courses designed primarily for part-time and returning students are a vital component of Maryland's community college system. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. These courses address not only the traditional academic needs of a college's surrounding community but also address public concerns dealing with such areas as consumerism, health related issues, and human services.

The State Board for Community Colleges reviews and makes a determination of eligibility for State funding on each continuing education course offered in Maryland's community colleges. During FY 1979, 4,803 courses were reviewed by the State Board for Community Colleges. Of these, 3,717 or 77 percent were eligible for State aid. Eight percent were determined not eligible and the colleges did not request State aid for the remaining 15 percent. These courses enrolled 97,000 citizens. Four hundred twenty-two courses were offered exclusively for senior citizens and 168 courses were offered for handicapped persons.

The Board assists each college in issues related to funding, curriculum development, course evaluation, and program articulation. Conceptualizing the ideals involved in a lifelong learning process is a major priority of the Board.

FINANCE

Total net current operating expenditures for the seventeen community colleges during FY 1979 were $114,791,930. The average cost per full-time equivalent student was $2,103. A summary of the major sources of revenue for each community college in FY 1979 follows:

College	Student Fees and Tuition	State Aid	Local Contributions	Other Revenues
Allegany	$ 1,108,653	$ 1,295,712	$ 774,900	$ 8,070
Anne Arundel	2,381,433	3,199,576	2,706,660	-
Baltimore	2,499,190	4,492,936	3,445,295	44,246
Catonsville	3,456,278	4,879,040	4,045,863	159,944
Cecil	279,596	785,052	450,000	11,224
Charles	954,954	2,026,152	1,060,665	346,381
Chesapeake	397,923	1,227,764	714,831	173,019
Dundalk	689,647	1,581,496	2,161,357	95,779
Essex	3,001,841	4,281,520	3,420,413	130,533
Frederick	590,608	797,661	896,817	17,669
Garrett	216,255	709,937	498,612	11,846
Hagerstown	849,530	1,176,664	985,000	15,123
Harford	1,503,955	1,964,836	1,690,000	167,151
Howard	774,531	1,201,688	1,290,000	44,374
Montgomery	7,995,590	6,869,408	8,840,618	735,992
Prince George's	4,870,279	6,697,815	3,875,000	411,259
Wor-Wic Tech	154,188	413,027	178,531	60,023
Totals	$ 31,724,451	$ 43,600,284	$ 37,034,562	$ 2,432,633

Source: SBCC-CC-4

In addition to the above sources of revenues, community colleges receive revenues from the federal government, auxiliary services, and grants.

The following information summarizes total expenditures and percentage by function of total educational and general expenditures for FY 1979. The total net current operating expenditures are shown, as well as the percent of distribution.

College	Net Current Operating Expenses	Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional	Other
Allegany	$ 3,273,907	64%	6%	5%	6%	7%	12%	-%
Anne Arundel	8,406,759	63	5	6	13	10	3	-
Baltimore	10,481,667	57	4	9	18	13	-	-
Catonsville	12,483,048	50	6	11	14	4	14	1
Cecil	1,534,976	52	6	11	13	4	10	2
Charles	4,296,942	44	8	7	16	10	7	8
Chesapeake	2,233,846	43	6	10	24	12	4	5
Dundalk	4,486,559	44	8	11	16	7	14	-
Essex	10,735,524	51	6	9	16	5	12	1
Frederick	2,242,971	55	8	6	17	12	3	-
Garrett	1,456,398	45	8	9	14	9	13	2
Hagerstown	3,224,543	50	5	8	7	15	14	-
Harford	5,168,493	55	6	4	13	19	4	-
Howard	3,304,755	49	7	8	20	10	6	-
Montgomery	25,424,843	47	7	7	16	11	12	-
Prince George's	15,770,372	60	4	9	12	12	3	-
Wor-Wic Tech	750,957	68	-	7	-	18	11	-
Total	$115,276,560							
Statewide Average		53%	6%	8%	15%	10%	8%	1%

Percentages may not add to 100% due to rounding.

Source: SBCC-CC-4

CAPITAL CONSTRUCTION

The State provides at least 50 percent of capital funds required for community college capital construction on a matching basis for space which is eligible under the State Construction Guidelines. In some instances, community colleges are eligible for more than 50 percent State aid based upon the level of State support for local school systems. Regional community colleges are eligible for up to 75 percent in State aid. Based upon this formula, the General Assembly has authorized $105,000,000 in State capital construction bonds for community colleges in the period FY 1962 through FY 1979. Of this total, $94,918,931 has been allocated to the community colleges through June 30, 1979.

A summary of allocations approved for community colleges during FY 1979 follows:

College	Project	State Aid
Allegany	Reroofing of seven buildings Design	$ 55,204.00
Allegany	Paving of 232 parking spaces Design and Construction	35,367.00
Catonsville	Humanities-Classrooms Building Furniture and Equipment	70,181.50
Cecil	Physical Education Building Furniture and Equipment	30,250.00
Essex	Career Education Center Construction	1,339,407.00
Garrett	Connecting Corridors Design and Construction	26,432.00
Harford	Alterations to Vocational-Technical Center Design	39,433.00
Harford	Conversion of Library Building into Human Development-Applied Health Science Facility Construction Additional Design Furniture and Equipment	121,018.00
	TOTAL	$ 1,717,292.50

STATE PLAN FOR COMMUNITY COLLEGES

The State Board for Community Colleges revised the State Plan for Community Colleges in Maryland in FY 1979. The general purpose of the Plan is to combine aims with previous experience to build a proposed course of action for Maryland community colleges. The Plan communicates the intentions of the Board and provides a guide for coherent decision making. The Plan presents completely revised enrollment, facilities, and financial projections. Also included is an appendix of policy and data references.

The Plan sets forth six major goals for the community colleges:

- To provide a basic education in the liberal arts;
- To provide quality comprehensive career programs, courses, and student services;
- To provide quality comprehensive transfer programs and student services;
- To provide quality continuing education courses and community service activities;
- To provide equal access to community colleges for eligible Maryland citizens;
- To provide efficient community college operations without impairing the quality of service.

Each goal contains specific objectives, strategies, and time frames as appropriate.

In the original Statewide Master Plan for Community Colleges in Maryland, the commitment was made to update the Plan annually. In addition, the Governor of Maryland has directed all State agencies to participate in the Executive Planning Process which assists the General Assembly and the Executive Department with long-term and short-term planning used in the development of the State budget.

The community college Plan will be revised in FY 1980.

LEGISLATION

During the 1979 session, the Maryland General Assembly considered a wide variety of matters having an impact on community colleges and enacted some significant measures which have been of continuing interest over the years. The State Board for Community Colleges again provided information to each community college on the status of legislation during and following the legislative session. All of the bills listed here as enacted have been signed by the Governor; none were vetoed.

Of the bills enacted, legislation to authorize chargeback for designated regional and Statewide programs (SB 745; Chapter 279 of the Acts of 1979) has been considered over the longest span of time of any single community college issue. The legislation encourages coordinated program planning and eliminates the need for duplicative program offerings. State coverage of judgments and settlements against community college employees and trustees extended in 1978 to community colleges unable to procure commercial insurance coverage is extended to all community colleges by SB 312 (Chapter 109).

Another piece of legislation permits boards of trustees to waive the tuition of students who are retired and disabled (HB 1276; Chapter 378). The provisions are similar to those allowing tuition waiver for senior citizens.

Also enacted measures were a community college bond authorization for $2,000,000 (SB 359; Chapter 441); authorization for public colleges to accept credit card payments under certain circumstances (SB 308; Chapter 250); elimination of provisions for dual membership on regional community college boards of trustees (SB 531; Chapter 268); and the creation of new pension systems for certain employees (HB 636; Chapter 24).

A number of bills to alter the level or method of State support for community colleges were considered (SB 583; SB 1053; HB 195; HB 822). None of these bills were enacted. Local bills relating to compensation of certain trustees (HB 922) and to add faculty members to two boards (SB 848; HB 1557) were also not enacted. Local bills relating to a Baltimore County community college system (SB 844; SB 1097) were also defeated.

VOCATIONAL EDUCATION ACTS GRANT

Five grants, to be utilized for the improvement of postsecondary occupational education in Maryland, were awarded to the State Board for Community Colleges by the Division of Vocational-Technical Education, State Department of Education. Funds were made available under Public Law 94-482.

The five grants address the following areas as identified by the State Plan for Community Colleges in Maryland:

- Business and industry survey;
- Articulation of occupational programs between secondary and postsecondary institutions;
- Management information and program data monitoring system for occupational programs;
- Increased awareness of occupational education in Maryland;
- Limited funding for regional and Statewide occupational programs; tuition differential.

The studies and projects completed with these funds contribute greatly to the improvement of occupational education in Maryland.

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